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Summarizing

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PRE-READING

- <https://www.thejournal.ie/risk-taker-quiz-3023097-Oct2016/>
- What's the result of the quiz? Do you agree with the result? Are you a risk taker?
- Below is a KWL grid to help you read the text well. Fill in the first two columns (column K and W), then fill in the last column (column L) later at the end of the lesson.

PRE-READING

What do you <u>Know</u> about the topic of the text?	What do you <u>Want</u> to know about the topic in the text?	What do you <u>Learn</u> from the text?
1. Taking risk is related with age 2. 3.	1. Is risk taking related with gender? 2. 3.	1. Taking risk actually related with gender. 2. 3.

WHILE READING



Let's read the text entitled:
"Risk-Takers: Who are
They?" silently!
Page 40-41, Unit 4.

READING SKILL

SUMMARIZING

- Summarizing teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.
- **Summarizing** is a skill that helps readers learn to determine the important ideas and unify the essential details that support them.

SUMMARIZING

- Summarizing requires one to focus on key words and phrases of an assigned passage that are worth noting and remembering.
- It certainly helps to build good understanding of the passage.

HOW TO SUMMARIZE

- Skim-read the text to get an idea of the topic.
- Re-read the text more carefully. Divide into sections and take notes of the main points and supporting evidence / facts.
- Write thesis statement based on the notes. Include the writer's name and the article date, e.g., Smith (2013) says...

HOW TO SUMMARIZE

- Write your summary. Start with thesis statements, followed by supporting ideas/evidence. Link these ideas appropriately. Be objective and stick to what the writer said, but use your own words.

(Mike & Boyle, 2016:38)

THREE IMPORTANT POINTS...

- What are the main ideas?
- What are the crucial details necessary for supporting the ideas?
- What information is irrelevant or unnecessary?
- The main idea are later to be made into a thesis statement. The Thesis Statement in a summary should include the writers' name.
- Example: Smith (2013) says...

EXAMPLE

1. Wittman (2012) believes that people are willing to take more risks because of genes they inherit from their parents.
2. Wittman (2012) suggest that age, gender, brain, and biological makeup can all help to determine whether a person is a risk-taker.
3. Wittman (2012) states that there is a stronger case for biological reasons determining risk-taking than psychological reasons.

Taken from: Boyle and Warwick (2016:38)

AN EXAMPLE OF A SUMMARY OF AN ACADEMIC PAPER

In her article “the Need to Learn Risk” (2017), in the Journal of Risk Literacy (Vol. 2, Issue 4), Patricia Hughes argues strongly that risk literacy is essential in our daily lives and funds should be allocated to allow young people to learn to calculate risk better in schools. To support her argument, Hughes provide evidence that risk literacy education has been successful among 16-year-olds in a 2016 study undertaken at the University of Derbyshire. The teenage participants were more successful in making decisions on how to save or invest money by offering calculated risk after risk literacy lessons. Hughes also quotes Baker (2015) who examined the role of risk literacy in a study in London primary schools and came to similar conclusions, Hughes ultimately concludes that “both primary and secondary schools ought to be doing more to teach risk literacy in math lessons” and goes on to suggest the need for specialized teacher training and a syllabus that goes from upper primary to upper secondary schools.

Source: Skillful 4 Second Edition (Warwick and Rogers: 2018, P.75)

LANGUAGE TOOLS

Adjectives + Preposition Collocations

ADJECTIVE + PREPOSITION COLLOCATION

- Collocations are two or more words that often go together.
- Example:
 - Cirebon is **famous for** its tofu.
 - The robot is **capable of** taking heavy things.
- For more examples click this link:
<https://learnenglish.britishcouncil.org/basicgrammar/adjectives-and-prepositions>

ADJECTIVE + PREPOSITION COLLOCATION

- Let's practice by doing the grammar test 1 and 2. Click the link below.

<https://learnenglish.britishcouncil.org/basicgrammar/adjectives-and-prepositions>

RUBRICS FOR WRITING A SUMMARY

4 point rubric	4	3	2	1
Organization	The summary includes the thesis statement, main points and essential details. They are clearly communicated with logical progression of ideas from beginning to end.	The summary includes the thesis statement, main points and essential details. They are communicated with adequate progression of ideas from beginning to end.	The summary includes either the thesis statement, main points and essential details. They are communicated with uneven progression of ideas from beginning to end	The summary does not include the thesis statement, main points and essential details. They are unclearly communicated with illogical progression of ideas from beginning to end
Language and Mechanics	Consistent usage of S-V agreement in sentences. Few or no errors in punctuation, capitalization, grammar usage, and spelling.	Mostly consistent usage of S-V agreement in sentences. Minor errors in punctuation, capitalization, grammar usage, and spelling.	Some consistent usage of S-V agreement in sentences. A lot of errors in punctuation, capitalization, grammar usage, and spelling.	A lot of errors of S-V agreement in sentences. A lot of errors in punctuation, capitalization, grammar usage, and spelling.

REFERENCES

- Boyle, Mike & Lindsay Warwick. (2016). *Skillfull Reading and Writing Student Book 4*. London, UK: Macmillan Education
- <https://learnenglish.britishcouncil.org/basic-grammar/adjectives-and-prepositions>

Thank You